

CURRICULUM JOURNAL

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NEWS NOTES

Committee Studies Teacher Education Curriculum. Several timely problems in the field of teacher education are being studied by the Curriculum Society's Committee on Curriculum for Teacher Education. Seven different fields of investigation are included, each member of the Committee having been delegated major responsibility in one of them. The Committee members with their respective fields of interest are as follows: W. W. Charters, Ohio State University: inclusion of required courses dealing with the contribution of social case work, clinical psychology, physiology and nutrition to an understanding of children; Kenneth L. Heaton, Michigan Department of Public Instruction: the non-professional education of teachers, i.e., their preparation for community, family, and personal relationships; Grayson M. Kefauver, Stanford University: the five-year teacher education program, with special attention to subject matter preparation under the five-year plan; W. E. Peik, University of Minnesota: survey of the areas in teacher education in which research is needed; Earle U. Rugg, Colorado State College of Education: a technique of teacher and pupil participation in curriculum making; Florence Stratemeyer, Teachers College, Columbia University: goals in teacher education; Raymond D. Bennett,

Chairman, Ohio State University: recognition of the prospective superior teacher and adaptation of the teacher education curriculum to his needs and abilities. A large part of the May number of the CURRICULUM JOURNAL will be devoted to a report of this committee. The Committee will welcome the cooperation of any other investigators who are in position to contribute to any of these studies.

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Announcement of a Professional Opportunity. The Board of Examiners of the New York City Public Schools announce an examination open to applicants for positions in curriculum research to be held during the week of February 15, 1937. At the same time, the test will be open to candidates for positions in the following fields: tests and measurements; instructional research; and administrative research. Four positions are of the rank of research assistants at a salary of \$5,000 per year; two positions are of the rank of junior research assistants at a salary of \$3,500 per year. These opportunities are due to proposed expansion of the Bureau of Reference, Research, and Statistics. The final date for the receipt of applications is February 6, 1937. Communications should be sent to the Board of Examiners, 500 Park Avenue, New York City.

State Curriculum Group Formed in Ohio. Over fifty persons attended an organization meeting of the Ohio Society for Curriculum Study called together by Mr. A. L. Heer of Kent State University. A panel discussion was held on the practical procedures in organizing for curriculum construction in which the following persons participated: W. G. Bahner, County Superintendent of Schools, Cuyahoga County; A. J. B. Longsdorf, Superintendent of Schools, Bluffton, Ohio; A. E. Claggett, Superintendent of Schools, Oakwood, Dayton, Ohio; M. P. Watts, Principal of Elementary School, Canton, Ohio. Henry Harap, Ohio State University, discussed the topic: *What Are the Marks of a Good Curriculum?* The following officers were elected: president, A. W. Elliott, Superintendent of Schools, Mt. Vernon, Ohio; secretary, A. L. Heer, Kent State University, Kent, Ohio; members of the executive committee, A. E. Claggett, M. P. Watts, Henry Harap. By action of the representative assembly of the Ohio Education Association, the Ohio Society for Curriculum Study was admitted as an affiliated organization.

Harrison County, Mississippi, Continues Curriculum Revision. The Harrison County, Mississippi, Teachers' Association, including rural consolidated schools and the separate municipalities, Long Beach and Pass Christian, met recently to begin their third year of curriculum revision. This program is for the improvement of teachers in service, having for its purpose a change in educational viewpoint. Two credit groups have been organized, mainly for teachers doing

advanced graduate work, and approximately one-third of the teachers of the county are participating in this work. Four non-credit centers have been outlined for teachers not interested in credit. Attendance this year, as well as the two years in the past, has averaged around ninety-five per cent. Already recognized changes seem to be pointing to materials for instruction around topics relative to problems of life.

Curriculum Research to be Reported at New Orleans. The American Educational Research Association will devote a sectional meeting to curriculum research on Monday afternoon, February 22. The program is as follows: 1) A Survey of Outstanding Practice in Social Education: Henry Harap, Professor, Bureau of Educational Research, Ohio State University, Columbus, Ohio; 2) The Utilization of Children's Questions as a Source of Curriculum Material: Edgar Dale, Associate Professor of Education, Ohio State University, Columbus, Ohio; 3) An Evaluation of General Culture Courses on the Junior College Level: W. W. Kemmerer, Director of Child Accounting and Curriculum, University of Houston, Houston, Texas; 4) Evaluation of Curricular Reorganization through the Use of Objective Tests: J. J. Oppenheimer, Dean of College of Liberal Arts, University of Louisville, Louisville, Kentucky; 5) Tests for Evaluating Cardinal Objectives of Elementary Education: J. W. Wrightstone, Research Associate, Teachers College, Columbia University, New York City. The presiding officer will be Hollis L. Caswell, Professor of Education, Division of Surveys and

Field Studies, George Peabody College for Teachers, Nashville, Tenn.

Improvement of Instruction in Illinois High Schools. The Illinois High School Principals' Association appointed curriculum committees in November, 1935, to attempt to make contributions to the improvement of instruction in the secondary schools of Illinois. The committee representing the Library and English Sections has distributed a report of its studies to all English teachers of the State. The Social Studies Committee has been concerned, to a large degree, with the report of the *Briggs Committee on the Orientation of Secondary Education*. During the coming year the following program will be undertaken: 1) by means of a questionnaire, ascertain what are believed by teachers to be the chief problems of the social studies teacher; study these, and, so far as possible, effect solutions; 2) collect statements from teachers concerning courses or procedures that are distinctive, appraise these, and make the most suggestive materials available to the teachers of the State; 3) continue the work, begun by a sub-committee, of collecting library materials for use in the social studies; 4) continue the work of formulating a course in civic problems; 5) cooperate with other committees in effecting a closer correlation of the work in social studies with that in other subject-matter fields; 6) cooperate with committees representing the lower grades and with committees representing higher education in a concerted attack upon the problem of articulation; 7) as individuals, in various parts of the state, help any interested local

groups in attacking their instructional problems; 8) consider the problem of teacher preparation in the social studies and encourage in every way possible the improvement of the work done in this important sphere.

Ohio Secondary Principals Study Curriculum. The Curriculum Committee of the Ohio High School Principals' Association has formulated the following program of curriculum study: a) that each principal who desires to do so, set for himself and his staff the following problem—"How may we select and organize learning experiences so that the children may develop poised and confident personalities, may understand the world in which they live, may come to command the skills necessary for dealing with real and vital problems of that world, and may come to have an attitude of social-mindedness toward their fellows?"; b) that those schools which are ready and desire to make the necessary pupil and community studies basic to such an attack on the curriculum be asked to submit a statement of objectives and a plan of procedure for curriculum improvement; c) that the Curriculum Committee accept the offer of the State Department to disseminate information concerning work in these schools; d) that the entire project be known as the Ohio Secondary Curriculum Study and that the schools be known as Schools Participating in the Ohio Secondary Curriculum Study.

Pasadena Issues New Curriculum Guides. The Pasadena Public School System has just issued curriculum monographs in language and science which are different in treatment from

the common publications of this type. Instead of outlining procedures to be followed in isolation, the bulletins suggest ways in which language and science grow out of the daily learning experience of children. The monograph in arithmetic also recently issued does not go as far as the above in connecting number with the major units of work. Helps in developing units of work are provided in another new publication entitled *Suggestions to Teachers in Guiding Pupil Experiences*. The volume is the result of several years of study of practice in the best public and private schools in America. The publications were prepared under the general direction of Deputy Superintendent George H. Meredith with the assistance of L. Thomas Hopkins, consultant.

Developing the Industrial Arts Laboratory in Chicago. Dr. William H. Johnson superintendent of schools and Mr. George F. Cassell assistant superintendent of high schools have appointed a committee under the chairmanship of Dr. Louis V. Newkirk to develop an industrial arts laboratory course for the first year of the academic high schools. The industrial arts laboratory is to the study of the industries and trades what general science is to the study of the sciences. The course contains the following eight divisions: planning, metal work, transportation, housing, ceramics, textiles, graphic arts, and electricity. It is designed to interpret the modern industrial world, give first hand experience with construction materials, provide craft skills for leisure, give guidance and provide increased opportunities for developing social and mental habits. The indus-

trial arts laboratory is not an academic course but devotes eighty per cent of the instructional time to learning through the use of tools and materials. Moving pictures and trips to points of related interest play an important part in the teaching of the course. The preparation of instructional materials is being done in the Board of Curriculum under the supervision of Miss Mary G. Luson by Mr. Colman Hewitt and Mr. R. T. Hunter. The experimental work is being done in five Chicago high schools under practical school conditions. The course is scheduled for completion at the end of the current year.

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A Course in Household Employment. A new course in household employment is being offered in the Muncie, Indiana, High School. One objective is to add dignity to household employment. Girls will be instructed in the purchasing of groceries, and the care of a home and children. A placement bureau will be established in connection with the course.

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The Appointment of Curriculum Consultant in Pennsylvania. An earlier announcement in this Journal of the appointment of Alan O. Dech as Consultant in Curriculum Construction in the Department of Public Instruction was recently confirmed by Letser K. Ade, Superintendent. Mr. Dech has completed the requirements for the Ph.D. degree at Teachers College, Columbia University, except the thesis. His advanced study at Teachers College has been in the field of curriculum. His professional experience has been that of teacher

or supervisor in the Summit Hill High School, the Senior High School, Reading, and the Pottstown Public Schools in Pennsylvania, and the Oyster Bay Public Schools in Long Island. In the latter school Mr. Dech was in charge of the curriculum program. He will assist in the development of the curriculum program in the Department, give technical assistance to schools desiring to revise the curriculum in any of its phases, and review curricular bulletins of the Bureau prior to publication.

Bulletin on Equipment for Home Economics. The United States Office of Education recently issued a publication entitled *Space and Equipment for Homemaking Instruction*. Designed as a guide to the location and arrangement of homemaking departments in educational institutions of America, the manual treats this broad subject under such chapter headings as the following: The Underlying Philosophy of Homemaking Instruction, The Location and Arrangement for Homemaking Departments, Furnishings and Equipment for Homemaking Departments, General Storage, the Preparation of Teachers of Homemaking, and The Function of Home Economics Supervision. Besides some eighteen different designs for floor plans, and fifteen very clear and suggestive tables, the booklet carries 123 illustrations.

Nebraska Teachers Developing New Industrial Arts Course. The

Nebraska Industrial Arts Teachers Association has organized itself into committees for the development of a new course of study in industrial arts. The committee will submit tentative outlines for new courses in the spring.

A New Journal in the Social Studies. By action of the Executive Committee of the National Council for the Social Studies and beginning in January, 1937, the official journal of the Council is *Social Education*. It is edited by Mr. Erling M. Hunt of Teachers College, Columbia University, successor to Mr. W. G. Kimmel. It is published under the authority of the American Historical Association and the National Council for the Social Studies, and is distributed through the American Book Company.

Dinner Meeting of Committee on Regional Conferences. The Committee on Regional Conferences and Meetings has called a dinner meeting of all state committees at the St. Charles Hotel in New Orleans on February 20, at 6:00 P. M. The purposes of the meeting are: 1) to get reports on accomplishments in the various states and regions; 2) to secure a more common understanding as to objectives and desirable procedures; and 3) to complete the state organizations. This will be an informal get-together in which every one will have an opportunity to contribute or ask questions.

STATE CURRICULUM PROGRAMS FOR 1936-37

By KENNETH L. HEATON
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During the past few weeks a request was sent to each of the state departments of education asking for information regarding their plans for curriculum improvement during the present school year. A digest of the information thus secured is given below. A review of this material suggests at least two general observations. In the first place, the growing number of comprehensive programs in the various states shows evidence of continuous growth in the movement. In the second place, there is much of similarity in the plans of the various states. This may probably be attributed to widespread appreciation for certain elements as essential to an adequate program. These observations are signs of healthy development and give promise of sound leadership for future efforts in the various states.

The following paragraphs review only briefly many items of information which deserve more adequate consideration. The policy of the JOURNAL will be to run more detailed discussions from time to time.

Alabama is in the second year of a five-year program of intensive curriculum study in which some five or six thousand teachers are already participating. The program for the present year is chiefly concerned with the study, analysis, and discussion of the present program and of the educational needs of the state. A curriculum study bulletin compiled at the University of Alabama provides basic material for beginning study groups,

and members of the State Department of Education and of all higher institutions of learning provide counsel and guidance. Certain committees in the meantime are at work preparing guidance material for the third year's program. The purpose in the third year will be to encourage teachers to make explorations into the use of new materials and new procedures.

Arkansas. For four years the teachers of Arkansas have been involved in a program of study and curriculum planning. This year tentative courses of study for both elementary and secondary schools have been presented to the teachers of the state. These bulletins are organized to provide source materials to assist teachers in planning instructional activities for use in local situations.

Arizona. The most recent of a series of ten bulletins which have been published as part of the program of revision for elementary schools in Arizona are the bulletins dealing with health education, physical education, and industrial arts. Bulletins dealing with agriculture, Americanization, and natural science are now in preparation. A program for the improvement of the high school curriculum is also in progress and teachers throughout the state are involved in preliminary thinking regarding the instructional problems at this level.

California. Such persistent problems as the philosophy of education, socialization of learning materials,

pupils' capabilities, guidance, and evaluation of results, represent points of departure for study and investigation during the present year. A state-wide committee on the "scope and sequence of major learnings" is considering basic problems from the standpoint of the entire school system. Sub-committees are working out the ramifications of the basic issues. In secondary education, similar committees, appointed by the Association of California Secondary School Principals, are considering the secondary school program. Twelve "cooperating" secondary schools have been freed from the usual college entrance requirements to experiment with integrated curriculums in the senior and four-year high schools.

Annual meetings of the superintendents, secondary school principals, and curriculum directors permit the placing of this program before the educators as well as educational publications and state-wide committees, which serve as agencies to promote the study of curriculum problems. The education of teachers rather than the production and publication of the work of committees, is regarded as the most effective means of improving the schools. Elementary teachers are using for the first time the materials included in the volume, *Teacher's Guide to Child Development in the Intermediate Grades*.

Colorado. Outstanding among the activities in Colorado for the improvement of curriculum have been three conferences held in recent months. The first one was held at Greeley in conjunction with the summer session of Colorado College of Education and was participated in by principals, superintendents, and curriculum spe-

cialists. At the second conference, held at the University of Colorado, problems of high school curriculum were considered with special emphasis placed on educational guidance. In Estes Park, last summer, the school executives of the state were called in conference through the Colorado Education Association to confer on school problems with a good portion of the time devoted to curriculum issues.

Connecticut. Activities for the improvement of the curriculum in Connecticut during the present school year are concentrated upon the production of a series of bulletins with the following titles: 1) Summary of Reports on Programs for Guidance of Children's Time During Summer Vacations; 2) Suggestions for Teachers in Secondary Schools Concerning Planning and Development of Classroom Activities; 3) Projects Developed Through Units of Work by Teachers and Students of Rural Secondary Schools; 4) Units of Work Developed by Pupils of Intermediate Grades in Connecticut Rural Schools and 5) Reports on Field Trips of Pupils and Teachers Connecticut Rural Schools.

Georgia. During the last two years more than ten thousand teachers have participated in study groups and summer school courses devoted to the study of fundamentals of the curriculum. The purpose of these study groups has been to help each teacher develop an educational philosophy of his own. Certain activities have also led toward the development of a statement of aims and principles upon which teachers can fairly well agree, and toward the development of a scheme of problem areas and centers

of interest for the guidance of teachers in selecting instructional materials. "A Layman's Committee," "An Aims Committee," "A Committee on The Scope of the Curriculum," and "A Committee on Procedures" have all been involved in this preliminary study.

With the opening of the school year 1936-37 there has been state-wide emphasis upon a common problem. School faculties and individual teachers are basing their local curriculum activities upon studying the community in terms of the "persistent problems of life." A number of high schools have been encouraged to deal experimentally with certain problems of integration; certain centers are being developed for use in demonstrating the principles of the new program; and a series of curriculum conferences are being held in various parts of the state.

Idaho. The state superintendent of schools called a general conference on the curriculum in Boise, Idaho, on October 26-28 for the purpose of determining needed next steps in curriculum work. Several curriculum experts from outside the state participated in this conference, which was attended by the teachers, administrators, and those responsible for teacher training throughout the state. Among those who contributed to the conference were Paul Hanna of Stanford, Edgar M. Draper of Washington, James Hamilton of Reed College, Superintendent Paine Shangle of Bellingham, Washington, and Superintendent Robert Gaetz of Silverton, Oregon. In the past there has been a separate program for the improvement of elementary schools and a second program for the improvement

of high schools. At the October conference it was decided to unite the two efforts into one unified effort for the improvement of instruction, and the legislature is being requested to appropriate sufficient moneys to give more adequate leadership to a state-wide program.

Illinois has launched a comprehensive program under the rather intriguing name, "The Illinois Program for the Continued Improvement of Instruction." A state steering committee has been appointed, a series of curriculum conferences have been held, and a study bulletin is in preparation. During the present year it is the intention of the steering committee to organize study groups throughout the state for the purpose of considering underlying philosophies of education, fundamental social changes affecting curriculum needs, aims and objectives of education, principles of curriculum making, etc. It is the plan to spend this year in professional study and orientation with the hope that some experimentation may be begun.

Kansas. The State Department of Education in Kansas has appointed Miss Dale Zeller as director and H. L. Caswell as consultant in a five-year program for the improvement of instruction. A study guide has already been published for the use of teachers and a lay bulletin is now in press.

Louisiana. All teachers of this state are organized into study groups, most groups consisting of from ten to twenty-five teachers. This unit is represented through parish and district units in a state group whose function is to prepare reports that will guide activities in succeeding years. The state supplies every teacher with

a study bulletin which divides the work into major units of study, raises definite questions and suggests definite study exercises, and furnishes a list of references for each of the major study units. Participation in the program is voluntary, yet every one of the sixty-seven school units in the state has organized and is participating in the work. The whole program has been well received by the teachers and is accepted by them as an opportunity to participate in a movement to give teachers more freedom for using individual initiative and to make educative activities more functional in the lives of the children of the state.

Maine. One curriculum bulletin has been published during the present year, entitled *The Science of Living*. The general aim of this bulletin is to provide instructional materials which will "develop tempered habits and wholesome attitudes toward all human behavior, such as eating, drinking, dressing, working, resting, saving, thinking," and other essentials for good citizenship.

Maryland. The twenty-three counties in Maryland each have their elementary courses of study which are in constant process of reconstruction. The state supervisors act as consultants, and experts from outside the state are frequently employed. A high school course of study in English was developed by a committee representing each county and is now being used experimentally. This is being followed by a similar study in the field of commercial education.

Massachusetts. The curriculum program for the present year includes a series of independent projects sponsored by state committees. The course of study in geography for elementary

grades is being revised, a committee of seven is preparing a bulletin on character education for elementary grades, the bulletin on highway safety published in recent months for use in junior and senior high schools is to be followed by a bulletin on safety education for elementary grades, and a tentative course of study on health education for junior high school grades is being tried out as preliminary to revision and publication.

Michigan. The curriculum program during the present year includes four distinctive lines of activity: 1) publication of materials designed as teacher aids, including a minimum course of study as required by law for immediate use by elementary schools; 2) encouragement of in-service training through college courses, conferences, and study groups; 3) collection and dissemination of information regarding new practices in teaching that show evidences of progress; 4) experimental studies on the secondary and college levels. The following bulletins have been published during the last six months: a) Instructional Guide for Elementary Schools; b) Alcohol and Narcotics; c) Education for Safety; d) A College Curriculum Based on Functional Needs of Students; e) Proposal for an Experimental Study of the Secondary School Program in Michigan. The following bulletins are to be available within the next half year: a) Superior Innovating Practices of Elementary School Teachers; b) Social and Economic Changes in Michigan with Their Educational Implications; c) What Does Research Say?; d) Youth of Secondary School Age.

Minnesota is asking the state legislature for an adequate appropriation

for a long-time program of curriculum development.

Mississippi. The Mississippi Program for the Improvement of Instruction which is now in its third year has recently issued *A Guide for Curriculum Planning* which is to be used as the basis for work during the current year. The goals for the year are: 1) to accomplish an understanding of and agreement on a tentative outline of scope for the curriculum; 2) to organize committees to begin production work in the various areas as outlined in the scope of the curriculum; 3) to lay the basis for an experimental program in the reorganization of the secondary school curriculum. Greater emphasis will be given during the year to the development of instructional materials in classroom situations.

Missouri is undertaking a revision of the elementary course of study with plans for a curriculum which will be based upon a new grouping of fields of learning which it is hoped will promote better integration of instruction. These new fields will be the language arts, social arts, science arts, fine arts, and recreation arts.

Nebraska. A revision of the *High School Manual*, a course of study in *Safety Education*, and one in *Home Making* are to be completed during the present school year.

New Mexico has received a grant of money from the General Education Board for a three-year program of curriculum development. This fund has been supplemented by moneys from the State Educational Association and from the Department of Education. An advisory committee of lay and professional members and a small executive committee of pro-

fessional leaders were selected. A staff of state district directors and county chairmen has been organized under the leadership of L. S. Tireman as director of the program,* Mrs. Marie M. Hughes as associate director, and Mrs. Mary Watson as supervisor of the testing laboratory. The first year is to be devoted particularly to the orientation of teachers, and a study bulletin has been published as a guide for these activities. A group of schools have been selected for the experimental use of materials. A two-day curriculum conference has been held at the state university.

Oregon has a state curriculum and textbook commission which has been at work over a year charting the general direction education should take in the state. This survey is preliminary to the selection of textbooks in certain fields, and preliminary to the preparation of courses of study for immediate use. The teaching staff of a number of city school systems has been engaged in study and curriculum revision during the past two years. A committee of the State Teachers Association, with subcommittees in various sections of the state, is making a study of objectives and materials to be submitted to the teachers of the state for study, criticism, and revision. This committee has already prepared study materials which are being used by teachers during the present year.

Pennsylvania. The Department of Public Instruction is developing a plan looking toward the general improvement of instruction in the public schools of the Commonwealth through the formation of study groups within local areas. Since the quality of instruction is the principal factor in the schools of the Commonwealth, the

Department is seeking every means to develop adequate and efficient programs to meet the local needs of the communities. Because of the advantageous location of the teachers colleges in Pennsylvania, the plan suggests the organization of regional areas identified with these institutions. Under their leadership, and by means of conferences and study groups, it is expected that improved and enriched courses of study for the public schools may be developed. This plan, which is still in its formative stage, provides exceptional opportunities for all educators and interested lay people to participate in the formation of adequate courses of study, to develop a philosophy of education, and to prepare materials for courses of study that are definitely adapted to local needs. Among the questions to be considered are the following: the need for a changed education, the nature of the curriculum, educational aims, the psychological foundations of learning, pupil activity and its relation to growth, methods of teaching, evaluating the results of instruction, and planning units of learning.

South Dakota has completed a seven-year intensive program in which the teachers of the state cooperated in the development of instructional materials. Plans are now being made for continuous revision of available materials. The first of a series of supplementary bulletins will be in the field of the social studies and will be supplementary to present materials.

Tennessee. The Tennessee Program for the Improvement of Instruction has been authorized by the State Board of Education and is to be a cooperative undertaking on the part of the State Department of Educa-

tion, administrators, teachers, higher institutions of learning and lay groups. Frank E. Bass has been appointed Curriculum Director. The services of Dr. Doak S. Campbell and Dr. Hollis L. Caswell of the Division of Surveys and Field Studies of George Peabody College for Teachers have been secured as consultants. Forty-eight people, from various sections of the State representing all the levels of education, worked during the summer of 1936 in making plans and preparing materials for carrying on the Tennessee program. The State Department has recently issued a bulletin which will be used as a basis of study by teachers throughout the state during the year. Study and discussion groups will be organized in every county and city system.

Texas is now in the third year of its program for curriculum improvement. The first year was called the year of orientation, the second year the year of production, and the third is concentrated upon experimentation. It is estimated that thirty thousand teachers participated in the program during the past year and with their help materials were brought together for the tentative course of study for all subjects in the elementary school, and home making in the high school. A group of schools are using these materials experimentally during the present year and an effort is being made to evaluate the learning activities through the use of both formal and informal techniques. During the present year other secondary materials will be prepared for experimental use. Problems of curriculum evaluation, grade placement, teaching techniques and administrative readjustments necessary for integrated learning, are

being studied with the help of the graduate schools in the state.

Vermont. The present program of curriculum revision in Vermont aims at complete reconstruction of all elementary courses of study and a revision of the more outstanding ones in secondary education. A course of study in highway safety has gone to the press. The social science committee is delaying publication of its course of study due to the necessity of further evaluating the various units in classroom situations. The arithmetic committee held its first meeting in December to lay plans for constructing a course of study for the first six grades. Likewise, committees are appointed and meetings are being planned after the first of the year in the following: reading; safety education broadening the work started by the committee on highway safety; guidance; health and physical education; and character education. As soon as the procedure is better established, a program of constructing courses of study for all elementary school subjects will be launched. The

work is under the general direction of E. W. Davis, Director of Educational Research and Guidance in the Vermont State Department of Education, though the general plan for revision originated with the Commissioner, Francis L. Bailey.

Washington. The department of administration and supervision of the Washington Education Association is attempting to stimulate a curriculum program and to secure funds for the State Department for such work. A state commission has been appointed and plans are being laid to start with the high school as a first center of interest.

Wisconsin. During September the annual School Men's Conference which is conducted by the Wisconsin Department of Education, devoted its entire program to the subject of curriculum development with special emphasis upon the curriculum of the rural school. Through its supervisory staff the State Department attempts to render service to local school districts in their efforts to improve instruction.



REGIONAL CURRICULUM PLANNING

By ERWIN H. SASMAN¹

The Francis W. Parker School, Chicago

The Breathitt County, Kentucky, socio-guidance experiment is a plan designed to provide better social and economic opportunities for the underprivileged of a vast area. The program covers all phases of local life—social and economic, as well as the more strictly educational, and thus it is concerned with elementary and secondary school pupils, out-of-school youth, and adults. One of the major purposes of the experiment is to help people, especially the younger, to analyze their community and its conditions, to realize not only its advantages and assets, but also its disadvantages and liabilities. While it is not the purpose of the counselors in this program to breed unnecessary unrest, they believe that they have a very definite responsibility for helping the young people of Breathitt County to discover their capacities and interests and to make the most of them, whether in this region or elsewhere. This project proposes, in its broad program of social reorientation, to explore the possibilities of organizing the content materials and the procedures in the school subjects in such a way as to provide a maximum of guidance within the regular educative process.

The Breathitt County program is perhaps outstanding in the fact that it is clearly predicated upon the proposition that effective guidance must rest

upon knowledge and understanding of the factors which condition human needs and opportunities, with particular reference to the local scene; the human resources of the area, particularly the residents' needs, assets, and distribution occupationally; the physical resources, their deficiencies and potentialities; the economic conditions and possibilities with special reference to occupations and occupational trends; the educational scene; the social status and outlook; the recreational facilities and needs; the health conditions; and such other special needs, resources, or opportunities as may be pertinent to a particular community.

The data gathered in this fact-finding program form an important body of literature useful in the broad regional educational program which involves the following activities: 1) Training the guidance personnel. 2) Organization and Conduct of the County Planning Council. 3) Building of a Guidance-Grounded Curriculum.

The curriculum program, thus far rather fully developed, falls into two large categories: the elementary school curriculum, and the secondary school curriculum. Because of such limiting factors as are concerned with teacher preparation, accessibility of rural elementary schools, and equipment, the vitalizing and reorganization of the elementary school curriculum has taken place largely:

¹ This article is an abstract of a complete report which originally appeared as Section Two of *Occupations* for June, 1936.

1. Through guidance institutes.
2. Through the development of an Elementary School Problems Book which contains frank, simple statements of problems in the day-by-day lives of the teachers, with notes and suggestions.
3. Through combining the work of rural school supervisor and that of county attendance officer.
4. Through explorations in one of the larger and more easily supervised rural elementary schools in which the following developments have taken place in curriculum:
 - a. Elementary agriculture is given a place in the offering of grades five, six, seven, and eight, both as a general information course, useful to all, and as an experiment to determine whether it has holding power for those "unbookish" boys apt to drop out of school early.
 - b. Home economics, adapted as far as possible to the needs of the individual girls, is also offered in grades five to eight.
 - c. Time for both group guidance and for individual counseling is provided in the schedule of these upper four grades: personal problems; educational problems, particularly questions of further education; and elementary occupational information.
 - d. Some attempt is being made to integrate the work of the various subjects—teaching certain phases of English as well as much of the social sciences, and other subjects through regional and local conditions and problems.

The first step in the secondary school program was to analyze the old curriculum in terms of what was believed to be the needs of the pupils. Immediately, (although not necessarily permanently), several subjects or fields of work were dropped; among them, all foreign languages, all mathematics beyond elementary algebra, commercial geography, psychology, a textbook course in agriculture, and some old-type courses in history dealing wholly with the remote past.

After these deletions were made, a new offering was devised. It kept to the fore the needs of the pupils in this area, always emphasizing the fact that a few of them would be guided on to higher education and that their chances for success in college must not be jeopardized even though they were being allowed to enter carrying certain conditions. Starting with a limited faculty of eight, with meager equipment, particularly for the science courses, and with the retention of the old four-year type of high school organization, they decided that the following offering would be the most feasible the first year:

Social Studies: yearly for the four years of high school; regarded in many respects as the central core of the guidance-grounded curriculum. The purpose of the social sciences is to provide a broad and comprehensive picture of conditions—human, physical, social, economic, educational—in Breathitt County and the Southern Appalachians, to relate them to conditions elsewhere, to make interpretations therefrom, and in light of the total situation to analyze the area's problems, and individual problems arising from them, and to suggest ways of meeting them.

English: yearly for the four years of high school, plus special courses in technical grammar for those needing it. The approach is made largely through the writing of essays or themes in two fields of guidance—vocational and the school curriculum.

Guidance: for each pupil in high school provision is made in the regular schedule for group guidance, individual interviews and counseling, particularly in relation to personal problems. Periods are provided for non-scheduled interviews and counseling.

Agriculture: the first year is concerned with poultry, orcharding, and corn, these fields being supplemented with farm practice projects, shop work, and practical club work (Future Farmers of America) which run through the four years. The second year is devoted entirely to home gardening and dairying; the third to hogs, soil, and home beautification; and the fourth to farm management, strawberries, and either advanced poultry or beef cattle; all phases are demonstrated on the farms.

Home Economics: offered throughout the four years; designed to develop, among other things, an understanding of occupational opportunities for the home-economics trained person; stress is placed upon problems of social adjustment in school and out, of personality maladjustments, and of local customs, manners, and codes.

Science: general science and biology; largely for the reason that there was little equipment, little or no money with which to buy more, chemistry and physics were not offered; although textbooks are used, much of the classroom as well as laboratory work has been centered in native materials and specimens.

Physical Education, Health, and Hygiene: for all high school pupils throughout the course; these courses combined because of the belief that defects cannot be eliminated without removing causes.

Music: for all pupils; approach to class work in music has been through songs the students have previously known; every student is given an opportunity to explore in music and an attempt is made to discover his interests and abilities in this field; a major purpose of this course is to train for leadership in community recreational activities, including music.

Art: exploratory; the aim is to help students use materials found in their community for beautifying their homes and surroundings.

Clubs: for all pupils; these were provided within the regular curriculum; the purposes of the clubs were primarily exploratory, for giving the pupils a freer hand in the work of each subject than is yet possible in the regular classroom, for carrying on activities growing naturally out of each subject (which may or may not be exploratory), and for applying even more than has been possible in the classroom, the work of the school to the daily lives of the pupils.

Mathematics: arithmetic as needed, and elementary algebra.

Occupations: omitted by design. Although the technical advisers have been collecting and organizing materials on occupations for two years, there is a strong conviction that these materials are not yet suitable for presentation to a group of secondary school pupils. In organizing the occupational materials already secured, and others which are being secured, the approach has been: 1) To comb

the region for all occupational possibilities. 2) To prepare by vocational guidance and education, some of the young people for occupational life elsewhere. 3) To guide capable young people of the area into these better positions almost wholly filled by people from the outside.

The faculty stood ready to offer other courses—particularly foreign languages and more sciences, such as chemistry and physics—if after registration and a more thorough canvass of the interests, abilities and needs of the pupils, such studies seemed desirable.

Four scheduled periods a day for counseling, regularly scheduled guidance forums, daily homeroom periods for all pupils, and a special building—the guidance center, which looks like a neat, modest home—for guidance and related function such as explorations in art. All of these are now found in the county high school, in addition to certain informal types of guidance.

The guidance center is more than a place for individual counseling; one of its most attractive and most used rooms is called the browsing room. The room is used, under supervision, for what is termed research work in the social sciences and other subjects which stress the use of reference materials; for discussion groups largely of the nature of group guidance, with particular reference to school problems; for recreational reading, much of which appears to be related to club work; and for radio assignments as well as listening to the radio.

Housed in the guidance center are the music studio, (for regular classroom work as well as group music), and the art studio where provision is

made for informal art explorations. The school counselor has charge of the latter.

The program which has been developed during this first year of experimentation could not be sustained by textbooks alone. The textbook occupies a relatively minor place, and the unit of work and project with their local application have assumed a new importance. Likewise some of the newer educational aids and some of the older aids have in new ways replaced the textbook. One of the most important educational agencies running through this whole organization is the combination radio, motion picture, and newspaper contribution of current events, editorial opinion, wholesome entertainment, and, what is much more important, actual lesson content in the various subjects.

The following comprehensive bases of record keeping are maintained: 1) Pupil autobiographical records. 2) Home and parent record. 3) A "ruralized" adaptation of the cumulative record of the American Council on Education. 4) In the high school, anecdotal records of each pupil. 5) The April 1934 *Manual of Directions for Use in Trait Study* of the committee on reports and records appointed by the commission on school and college relations of the Progressive Education Association.

At present in the high school there is a limited program of achievement testing, and in the elementary school there has been an experimental program under way in five selected rural units. These experiments appear to confirm the conviction that there is a need for an adaptation of formal testing instruments to the requirements of rural pupils.

While the elementary and secondary school programs go forward in the mountain county of approximately twenty thousand people, three thousand out-of-school young people between the ages of sixteen and twenty-seven present a youth problem of relatively greater magnitude than probably will be found elsewhere in the nation outside the Southern Appalachians. The problems of these young people include: 1) lack of adequate education by almost any standard; 2) lack of vocational training, except for some in agriculture; 3) unemployment for more than half of them; 4) unsatisfactory agricultural vocational status for those employed; 5) lack of opportunity for desirable social experiences; and 6) much leisure but no recreational facilities with which to take advantage of it.

A plan has been devised for the establishment of a number of guidance or opportunity centers in several communities of the county to which anyone, but particularly out-of-school young people, may go for further education, for guidance and placement, and for general recreational and cultural opportunities. The curriculum has been planned, materials organized, buildings and some equipment secured, and even persons selected for training as counselors, instructors, and leaders to staff these opportunity centers. But the program does not go forward, largely because of the lack of funds. Although the main program is halted, some experimentation is being made in the development of vocational home-economics training, looking forward to careers in tea-rooms, hotels, restaurants, or as home assistants.



ADDING A CAMP TO THE CURRICULUM

By LAURENCE E. VREDEVOOGD

Tappan Junior High School, Ann Arbor, Michigan

Five years ago the students and faculty of the Tappan Junior High School, Ann Arbor, Michigan, discussed the possibility of investigating the past and present conditions of their state, not from books, but through personal observation and actual experience with them. Excursions to factories and industrial plants presented the realities of life typical of any large metropolitan area, while trips to nearby places of historical interest built up a sense of an earlier day. These relics of the past, however, were so closely associated with the noise and bustle of the twentieth century that they were often robbed of their original importance. The city provided no opportunity to study the simple life of the past in its natural setting; to learn pioneering by pioneering. The problem was clear. Where could a place be found where land utilization, land value, recreational possibility, farm economy, schools, transportation, scenery, wildlife, place-relation to centers of population, and even climate, were all significantly different from home conditions? Was there an available site where a wilderness atmosphere, an immigrant farm colony, and a lumbering history would recall a by-gone age?

The spot which most clearly met those requirements is located about one hundred and eighty miles northwest of Ann Arbor. It consists of a

tract of over two hundred acres of land surrounding a marsh lake in the heart of an unpopulated, undeveloped and wooded section. The large swamps bordering the lake contain virgin tamarack and some excellent second-growth conifers of various kinds. The smaller swamps are heavily wooded with balsam, spruce, birch, and cedar. The cover is utilized by a fine herd of deer, many grouse and hare, bear, fox, wildcat, beaver, and muskrat. The lake is a haven for migrating waterfowl.

The principal of the school at that time was well acquainted with the territory and people. He made it possible for the land to be purchased at a tax sale and for the deeds to be conveyed to the Ann Arbor Board of Education. The Board then established a Forestry Commission under the Municipal or Community Forest Act, Act 217, Public Acts of 1931. Funds for the purchase of the land were furnished from receipts of entertainments given by the students of Tappan Junior High School. The problem of transportation was met by the purchase of an old Reo truck on which the Practical Arts classes erected supports for a tarpaulin. Long boxes were built to serve as seats and lockers for supplies. Under the direction of the Student Council, a committee called the Lake Council was formed for the supervision of the project.

The students soon realized the problems of pioneering as they set out to develop a camp site in the heart of the wilderness. The nearest town of any size was eight miles away, and the settlement four miles distant was useless as a supply center. Therefore, the hardy souls among the teaching staff and student body who made the early trips had all the problems of the pioneer with which to cope — food, water, shelter, road building, and health. A janitor with well-drilling experience was most valuable in solving the problem of fresh water. The teachers cast off any traces of academic aloofness as they shared the adventure of living with their companions. The romance of the textbook was suddenly transformed into reality as they cooked in the open, built roads and bridges, spent the night in the rain, shivered in their sleeping bags, and listened to the wind in the pines or the calls of wild animals.

Girls' trips soon followed and more possibilities were seen for improvement. A Boy Scout troop built a lean-to providing shelter, and a shack was completed which gave further protection for food and equipment. Progress was slow because during each trip, which usually lasted but three or four days, some time was allotted for exploration and discovery. The study of beaver dams, of abandoned log houses and barns, and visits to people in neighboring towns were too valuable to the students to be foregone.

It would be unfair to picture this experiment without mention of other types of problems which arose. Often the children's enthusiasm was not matched by parental support. Ques-

tions were raised as to the dangers involved and the educational value of the project. A program of parent education was carried on by talks, motion pictures, and by taking some of the parents on the trips. Teacher trips were conducted in order to acquaint the faculty with the possibilities of the venture. Not all the critics have been converted but criticism is less vociferous. The value of criticism, however, must not be overlooked. Opposition to the means of transportation caused the P.T.A. to assume the responsibility for the purchase of a new bus, which now provides modern and safe transportation on all excursions, with each child protected by insurance. The mileage charge is automatically paying for the capital outlay.

Criticisms of eating and sleeping conditions were this year met by building two platforms over which walled tents may be erected. These are used for eating and sleeping, and the shack has been converted into a kitchen. Food is provided by those taking the trip and is cooked under the supervision of teachers.

The objection to the distance is met by the value of the pioneering aspects and the educational advantage offered by points of interest visited along the way. Each year a parents' trip is scheduled for men who are interested. Together with faculty members, they prepare the camp site for the first trip by repairing buildings and improving equipment. This gives the students more time for exploration. However, the parents have been disappointed in the lack of time for their own exploration and are planning an outing chiefly devoted to that next season.

Wilderness Lake, as the students have named their camp site, is a reality. It has roads marked and suitable for the new school bus. It has a fresh water supply from a driven well tested by the state each year. Tables have been built, sleeping platforms constructed, grounds improved and sanitation provided. The major part of the development has been done by student hands. It has moved forward slowly because the trips have been limited to the first few weeks of school in the fall. Weather conditions and mosquitoes make spring trips disastrous. But the problem we set ourselves five years ago is in solution—we are able to live the simple life of the past in its natural setting; we are learning pioneering by pioneering.

Let us follow through the planning, preparation, and execution of one of our excursions. The date has been set for the eighth grade boys' trip and notice is sent out by the Excursion Committee for those who are interested to meet tomorrow night after classes. Forty boys appear and are informed that thirty boys under the supervision of two teachers will leave Saturday morning and will return Monday night. The trip will cover some five hundred and eighty miles and two nights will be spent at camp. The entire cost will be about two dollars, including all meals except Saturday lunch to be eaten on the way. Students are told that the first thirty to sign up will be given the chance to go. Bill and John have already notified their advisers and want to work for their expenses. The next day the list is completed and those who have signed are called in for planning. As we look over the list, we find boys who are on proba-

tion, those who last summer camped in the exclusive boys' camps of the state, those who seem to be disliked both by their fellow students and their teachers; in other words, everything in personalities indicative of trouble. However, all are soon busy planning stops, equipment, exploration, adventure. The social studies teachers permit pupils who are going, to discuss their plans in class and to listen to the experiences of classmates who have been on previous trips. English teachers encourage the preparation of letters to friends about the excursion, or the writing of campfire stories. Perhaps the music teacher helps them in learning campfire songs or songs of adventure. In the meantime, a letter has gone to parents explaining the project, the supervision of the trip and encouraging calls for other information.

Saturday morning comes. The Equipment Committee has packed the trailer the night before. The Food Committee has its supplies ready for loading. The Lake Committee has included items reported by the last camping party as lacking, and has checked each boy's needs and equipment. The campers arrive dressed for any kind of weather, their packs rolled according to instructions given in gym classes. Parents who have brought their sons seem disappointed that they can't accompany such a high spirited group. With a shout and a roar, the bus is off.

The first stop is Williamstown, where a coal mine representing one of the state's resources is visited. The state Capitol is next, and perhaps all will shake hands with the governor. A few miles north the bus halts at a mint still and students are surprised

to learn that peppermint is one of the products of their state. The rest of the journey to camp lies through marginal lands, passing through forest reserves where several C.C.C. camps are located. Finally the bus leaves the main road and winds through the woods for several miles. Here and there the shack of a squatter trying to find a means of making a living on someone else's property comes into view.

At last the boys arrive at camp. The two big tents are unloaded and the group is divided into several crews with specific duties. As the moon appears over the lake, it finds the boys finishing their supper and preparing their bunks for the night. Some will sleep in the open, (and creep inside later), others will spread their blankets on the flooring under the tents. It is interesting to watch the exchange of blankets and to realize that social differences are lost as common problems are faced. The sound of wild animals creates a suitable background for stories round the fire. Gradually, as the embers die, campers slip away to their bunks.

The next day duties are completed as quickly as possible, and small groups set out for exploration and discovery. If there is time, some road building or construction about camp will be done. If not, students will travel in the bus to the Hartwick Pines, a piece of virgin timber which has become a state park, to the Grayling fish hatchery, a C.C.C. camp, and Higgins Lake. They may stop along the route to watch a mother and father with their small children pile sod around their little shack's foundation in preparation for the winter. As they roll into camp they find the Supper Com-

mittee ready and waiting for them. Another camp fire and a better night's sleep follows. The next morning groups are appointed for breaking camp.

The homeward journey is interrupted by stops at oil fields, beet fields, and the State Agricultural and Normal Colleges. Finally, the trippers arrive at home, a bit more appreciative of modern conveniences and comfortable homes.

The next few days classes buzz with tales of adventures. Art classes become engaged in reproducing the beauties of nature. Social studies classes are the seat of discussion concerning the wide differences that exist within the state, the social problems of each locality, and the attempts made by the state to meet these.

The Lake Committee listens to the reports and suggestions of the campers. Upon these comments and criticisms it builds its plans for an even more enjoyable excursion next season. For the eighth-grade boys, this will be routed by way of Flint and other cities, and thence to Interlochen and the Traverse City bay region. Thus eighth-grade students will have travelled up the central part and diagonally across their state before they leave Tappan Junior High School.

This gives you a brief sketch of our educational experiment. It began as a student-faculty project; it has become a student-faculty-parent enterprise.

Possibilities continue to reveal themselves as the development moves forward. Next year we are planning a unit of work about this project. The general characteristics of such a unit will include opportunities for writing a history of the area about

camp. No such record is available and those interested will collect facts from neighboring settlements, farmers, and historic figures of the region. This phase of the work will help impress students with the method of collecting historical data and other source material.

The geography of the vicinity will be studied by another group. A general survey of the resources of the property, such as lumber, for example, will be estimated by a group of mathematics students, while the English group will collect folk lore and stories which the students have discovered as they have talked with old lumbermen and natives of the region. The music department has already contributed a

song composed by the campers on a homeward journey.

The elements of importance in this project as it is related to curriculum development are its experience in reality, learning through doing, integration of subject matter and departments, opportunity for guidance through the natural situation, social integration of individuals through the solution of common problems, and the possibility for the individual's growth and experience. The unnatural barriers set up by the academic angles of our educational system are automatically removed by providing for individual interest and abilities. Instead of training for living, students are trained by living.



THE FORMAT OF THE JOURNAL

It shall be our policy to take the readers into our confidence as we experiment with the purely physical aspects of the production of the CURRICULUM JOURNAL. Our present problem is to give the reader maximum comfort with our limited appropriation for printing. Most of the reactions which we have received to our new format are matters of taste on which there is a wide range of difference. It will be manifestly impossible to please every one. Many of the preferences of readers are concerned with superficial values formed by constant reading of publications that are made to sell. Thus some of our readers prefer a bulky publication, a large publication, and liberal use of white space. Indeed, one of our readers was under the impression that we decreased the amount of reading matter when, in fact, we increased it.

We shall be concerned with ease of reading which may be reduced to the following elements: 1) size of type; 2) length of line; 3) interlinear space; 4) type face; and 5) kind of paper. Of these, we are experimenting this month with 11-point Caslon instead of 10-point used in the January number.

THE NORRIS SCHOOL COOPERATIVE: AN EXPERIMENT IN INTEGRATION

By RALPH M. HOGAN

Formerly Superintendent of Education, Norris, Tennessee

History of the Norris School Cooperative. The Norris School Produce Company was organized in December, 1934, two months after the establishment of Norris School. In order to correlate science with agriculture, the teacher conceived the idea of starting a small produce company to sell products from the garden to residents of Norris. The idea quickly expanded as other teachers saw its possibilities for correlating other studies with the produce company work. The junior high school immediately started preparations for the launching of the company.

Realizing the need for organization, the social science classes studied carefully many different kinds of business organizations. After several joint meetings of the staff and the students, the Norris School Produce Company was organized. A board of three directors was elected by the students. These directors chose their chairman. The other officers, such as department heads and foremen, were elected by the departments concerned.

The company started with four departments: production, sales, accounting, and advertising. The production was supervised by the science teacher, the accounting by the mathematics teacher, the advertising by the English teacher, and the sales by the social science teacher.

Fifty dollars capital was needed by

the organization. To raise this amount, 500 ten-cent bonds were issued at three per cent interest, to mature in June, 1935. These bonds were sold by the sales department. Stock in the company could be obtained only by work. One share of stock was issued for each eight hours of work.

A five-acre plot of land was obtained from the Town Management. In return for this, the company delivered the town news bulletin. In addition to raising, advertising, and selling garden products, and accounting for the proceeds, the garden work developed such activities as soil analysis, care of plants, soil erosion control, building a greenhouse, and canning produce.

Before the garden produce was ready, it was found that bulbs, seeds, and garden supplies were in demand for landscaping being done in the town. The sales department bought these from a wholesale seed house in Knoxville and sold \$200 worth of merchandise in all. When the school term ended in June, the company had enough money to redeem the bonds and still have a profit of \$250 to be divided among the stockholders.

Cooperative Becomes a Curriculum Enterprise. After a careful evaluation of its educational possibilities, and with a year's experience, faculty and students decided to integrate the junior

high school program with the project. The growth of the cooperative movement in the town of Norris and the decision to make this project the basis of the junior high school curriculum, brought about the reorganization of the Norris School Produce Company. In September, 1935, this company became the Norris School Cooperative, the policy of which was to combine the features of consumers' and producers' cooperatives.

The Cooperative had a sales department which operated a supply store with an average business of \$80 per month; a school bank, with checking and savings accounts amounting to \$300, and a loan service; a production department divided into agriculture and homemaking sections; a first aid station which included a sanitation inspection squad; a lost-and-found service; an administration department which had taken on the functions of the former board of directors; an accounting department; and a publicity department.

All students of the junior high school were members of the cooperative. Every seven weeks the members were transferred to new departments in order to give everyone a chance to become acquainted with all phases of the work. In addition to correlated units of study in regular classes, one period a day was given to specific N.S.C. work. The staff supervisors met once a week to plan and coordinate their work.

Administration. The administration department was organized in January, 1936. Its purpose was to plan activities for the cooperative, to analyze problems, to pass regulations, and to facilitate inter-departmental functions. It was decided at a stock-

holders' meeting that this department should absorb the work formerly done by the board of directors.

The officers were a chairman, a vice-chairman, a secretary, and a correspondent. The chairman presided over stockholders' meetings and had charge of general discussions and reports. The vice-chairman presided in the absence of the chairman and acted as a general manager for the cooperative. The secretary took notes at all departmental meetings and general discussions, and was responsible for all official records. The correspondent acted as a corresponding secretary, handled petitions, complaints, etc., and took notes of departmental meetings as a check on the secretary's minutes.

Two new departments of N.S.C. were planned and organized by the administration or planning group—the first aid cooperative and the lost and found service. This group also conducted a series of interviews with representatives of each department in an effort to coordinate the activities of the various departments. All controversial matters were settled in this department. The planning group proposed rules and regulations which it considered advisable and enforced such of them as were approved by the stockholders.

Agriculture Division. During the first season the N.S.C. garden group cultivated only one-half acre of the five-acre plot of land they had leased. They raised popcorn (for use in the N.S.C. store), onions, corn, cucumbers, and other green vegetables. A member of the senior agriculture class had charge of the group, which was made up of boys from the seventh, eighth, and ninth grades. As veg-

etables were ready, they were placed on sale at the N.S.C. store, or they were sold direct to customers by special order. The agriculture class of the senior high school, composed mostly of tenth-grade boys, worked with the cooperative. They had an acre of land, leased from TVA and paid for by mosquito and fly control work done by the tenth-grade biology class.

The boys raised strawberries, and sold about 1000 quarts by the end of the season. Their peaches were killed by the cold, but the trees were carefully pruned and are expected to produce a good crop next year. The agriculture division of N.S.C. was the only work continued when other departments were closed for the summer. An arrangement was worked out whereby any of the boys in agriculture who wished to earn money could do so by continuing the care of the garden and strawberries.

Homemaking Division. The purpose of the homemaking group was to furnish experience in the preparation of certain products for marketing. The officers of the division were the department head, who directed its business; the timekeeper, who kept account of work hours and reported to the accounting department; the checking clerk, who checked out products to the sales department; and the purchasing agent, who secured funds from the accounting department and purchased materials.

The articles produced for sale in the store included cookies, jellies, pepper relish, green tomato pickle, candied orange peel, popcorn balls, and doughnuts. Cinnamon rolls and cookies were made on special orders of customers. The department also

made uniforms for the workers in the first aid office.

First Aid. The first aid cooperative started work February 28, 1936. It was run on the basis of a medical cooperative. Any student in junior or senior high school who wanted to join paid two cents a month, and no further charge was made for treatment of any minor injuries which the members of the first aid group gave. A student who did not belong to the cooperative paid three cents for each treatment. Cuts, scratches, bruises, and burns were treated. Students who worked in the department were given preliminary training in first aid methods. They wore white uniforms when on duty.

The first aid office was kept open fifteen minutes before school, during the noon hour, and three periods during the day. Members of the first aid department also inspected the N.S.C. store twice a day to see if it was kept clean and sanitary. These inspections resulted in improvement in the store, and also in the first aiders learning that they had to set an example of perfect cleanliness themselves. Forty-three students belonged to the first aid cooperative. The total number of treatments given came to forty-four.

Lost and Found. This department was organized in March, 1936. So many articles had been turned in at the school offices that the planning department decided to organize a service to meet this need in the school. Articles turned in were listed and the list was posted on the bulletin board. The owner of any article could redeem it by paying a fee of one cent. If the articles were not claimed within thirty days, they were sold at auction. At an auction held in assembly on

April 29, the total money received was \$2.87.

Sales. The function of the sales department was to provide a convenient source of supplies for students and to furnish townspeople with useful products. The materials handled by the store were those suggested by the students and were principally to meet student demands. School supplies carried by the store included notebook paper, tablets, pencils, pen points, and erasers. Various kinds of candy, fruit, popcorn, and milk found an ever-ready market. For the store the homemaking production group furnished jellies, cookies, doughnuts, and similar products.

Residents of the town bought flower and vegetable seeds, bulbs, and bone meal from the N.S.C. store. They also purchased jellies, candy, and pewter articles. Orders were usually telephoned and the sales department saw that they were filled and delivered. There were eight clerks in the store who rotated, two clerks behind the counter each period. The time allotments were so distributed that all clerks spent approximately the same amount of time on duty. Time cards were posted on the bulletin board in the store, and each clerk recorded his own time.

Bank. The N.S.C. bank was opened February 21, 1936, handling checking and savings accounts, and making loans. It also served as a depository for special class or group funds. The total of the accounts was about \$350. The bulk of the money was deposited in a commercial bank, a small amount being kept in cash at the school bank.

Sixty-three students had checking accounts, and two had savings ac-

counts. Five per cent interest was paid on savings accounts. Savings could be withdrawn after ten days' notice. To get a loan, a student filled out a loan application which had to be approved by the board of directors. The applicant then filled out a note and got his money. Loans were made for 15 days only, but could be renewed. The bank made 19 loans, totaling \$111.36.

The banking force consisted of a bookkeeper, three cashiers, and a board of directors.

Accounting. The accounting department kept the financial records of the N.S.C. It bought supplies and stock for the store, paid the bills, determined the value of the shares, recorded the time the members worked, paid dividends, and took care of checks and letters. The personnel of the department included the bookkeeper, the purchasing agent, the cashier, the sales recorder, the time-keeper, the tool checker, and the courier.

The bookkeeper checked all the money that came in from the various departments. The purchasing agent paid all the debts and wrote all the checks and business letters. The cashier checked all the money from the sales department and checked it in at the bank. He also recorded the checks that the purchasing agent wrote. The sales recorder made the sales record for each week and month. The time-keeper checked the time cards from all departments. The tool checker checked the tools every morning to see if they were all on hand. The courier ran errands for the department.

Publicity. The functions of this department were to advertise the

products of the N.S.C. and to give publicity to N.S.C. activities. The members of this department wrote ads, made posters, wrote letters to prospective customers, designed and distributed circular letters, gave talks to student groups, and made film slide ads. News stories for the *Spillway*, the school paper, and for the *Norris News*, the town paper, were an important part of their work. Reporters got information from each of the other departments and wrote up whatever had news value.

The publicity department assisted in campaigns for depositors in the bank and members of the first aid cooperative. Other duties included

posting the list of articles lost and found each day, and making announcements requested by other departments. The officers of the department were a foreman, or head of the department, and a time-keeper. Reporters were assigned as needed to cover various activities.

The Future of of the N.S.C. As a result of this experiment, it was decided to expand the activities of N.S.C. and to further integrate them with the junior high school curriculum inasmuch as the project had contributed so much to students, faculty, and school. Recreational, vocational, and commercial experience will be provided in the expanded program.



SHORT ARTICLES

AMERICAN CULTURE: AN INTEGRATED COURSE

By LESTER DIX

Lincoln School of Teachers College,
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The senior course in American Culture at the Lincoln School culminates a series of experimental integrated courses begun in the seventh grade. The teaching group first assigned to the new course represented English, social studies, the graphic arts, and music. It was understood that other teachers could be drawn in on occasion to meet some special need.

The year's work began with exploration of the agencies of communication in modern America. Not only do these agencies in themselves constitute a vital area of the culture; they are essential tools for acquaintance with the total scene—the "three R's" of mature intellectual life. The daily newspaper, the radio, current periodicals and books, the cinema, the stage, museums, galleries—none of these can be neglected by one who wishes to know and to understand present-day life in America. Aesthetic interests reside in almost every area of communication, and young people need help in developing not only definite modes of using these organs of intelligence, but high personal standards of what is accurate, intelligent, and finely contrived in the daily product of our idea-institutions. Appreciative, critical, and constructive activities in the use of these media in studying all sectors of American life began very simply in September, and developed throughout the year.

About mid-year the students were ready for some organized individual researches in definite environmental fields. For one month they were freed from the routine classroom schedule, each to choose, with appropriate advice, an area of individual exploration which could be readily reached from the School as a center. To the teachers the breadth of choice was of extraordinary interest. The list of projects comprised surveys of the development of radio; the history of the motion picture; an examination of court procedure; a study of crime; birth control as a social phenomenon; the work of prenatal and infant clinics; rural life and education; a study of Negro life in Harlem; the writing of two plays, one on coal mining in West Virginia and one on hobo youth; a study of the housing problem, from two points of view, by two boys working together; several anthologies of definite areas of literature; a study of the dance; the development of the chain store; a survey of modern social philosophy; and others only slightly less ambitious and interesting.

Considerable originality and variety were evident in the methods of reporting. They included a radio program; a motion-picture lecture; the dramatic reading of plays; pictorial and graphic charts; and discussions before the class, which, for concreteness, graphic vividness, dramatic interest, and poise and humor on the part of the reporters, were outstanding in the experience of the teachers and of educational visitors to

the classrooms. In at least a third of the studies, especially those on housing, one on the motion picture, one of the plays, the study on birth control, and a mural dramatically depicting the Negro in America, the performance easily reached mature standards of thoroughness and quality. In a descriptive sense they were able researches, and much of the interpretation was of a standard to be respected by adult intellectual workers. Not less than three-fourths of the class reached results, the poorest of which justified the study technique. Unquestionably, a number of broad, long-time patterns of interest were generated during this period.

The final months of the year were given to an intensive classroom and library study which tended to fill out the historical, geographical, and social backgrounds of the current life with which the students had been actively concerned. There was undoubtedly a richer interest in these traditional, academic study techniques by reason of the earlier concrete experiences. Moreover, the field of book exploration was noticeably wider and more mature than is ordinarily the case. In the view of the teaching group responsible for the course, there was sufficient immediate, realized value in the method of the course to justify its continuance and further development.

Beyond what was thus discoverable, there were many indications of possible future values which could be clearly claimed, but which would require the following of these students for some years into the future to determine the ultimate effects of such an experiment. Throughout the latter half of the year it was evident that these young people were gaining

broad and realistic conceptions in the fields of literary, graphic, and musical art, in social, economic, and political life, in historical and international perspective, and in more personal areas such as individual development, family life, personal philosophy, and attainment of poised adjustment in modern life.

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THE NEW MEXICO PROGRAM OF CURRICULUM DEVELOPMENT

By L. S. TIREMAN

The University of New Mexico

In the Program for the Improvement of Instruction we have accepted as a definition of the curriculum "that it is the sum total of all the experiences which surround the child." This broad interpretation means that the state program is concerned not only with the actual production of material but with the improvement of a teacher personnel, the improvement of methods and procedures, and the improvement of the whole environment. It is seen from this that the first step in the State Program for the Improvement of Instruction has already been taken by the State Board of Education when it raised the certification requirements.

There are two complementary but distinct phases of the State Program. The first work, logically, is the organization of teachers for the purpose of making them aware of the possibilities in this program. According to the action of the Executive Committee, the state will be ultimately divided into large districts with an Assistant Director in charge. He will secure a county director in each of the counties in his district. The county direc-

tor in turn will invite all the teachers in that county to join various study groups. It is not the intention to force teachers to join these study groups. Every opportunity will be given to interest them in this work and we know that a large majority of the teachers will respond.

A study bulletin has been prepared under the direction of Mr. Donald MacKay and is available for all interested groups. This bulletin contains excerpts from stimulating discussions of curriculum work, outlines, problems which face us in New Mexico, brief bibliographies, and questions. It should be useful to administrators in faculty meetings as well as groups of teachers meeting for the purpose of studying this type of work. We hope that after a group has gone through this study guide, it will become increasingly critical of the present practices; that they will know something of what is being done in other states; and that they will be willing and more able to contribute materials and suggestions for the improvement of the whole teaching program.

The other general phase of the work—that of actually preparing materials—will be under the direction of Mrs. Marie Myrtis Hughes, Associate Director of the program, assisted by Mrs. Mary Watson, Field Worker, in charge of the Laboratory Schools. Through the cooperation of Valencia County and Torrance County, a group of schools has been set aside in which actual curriculum material can be tried out. All materials which are contributed to this program will be given an actual tryout in the laboratory schools. This means that the material will actually be tested so that needed modifications

can be made and the material retested before being distributed for general use.

It is hoped that all the teachers will understand the cooperative nature of this undertaking. We have been asked, "What is the place of the teacher in this program?" Our answer is that the teacher is all-important. She can devote her efforts chiefly to the production of material or, if time and resources are not available, she can devote all her energy to the adaptation of the material to her particular school and pupils. This state is so diverse in geography, climate, and population that every ingenuity of the teacher will be strained to best adapt the material to the needs of her particular boys and girls.

"Is our present curriculum to be discarded?" Most emphatically "No!" Every bit of the present program that has proven its value must be retained. The new work must be thought of as modifying and adapting what we now use. This program will move slowly. It is impossible to energize such a large group in a month and probably some will never take a very active part in the program. But on the contrary, a large portion of the teachers will realize their opportunity to do a constructive piece of work in improving their own program.

The institutions of higher learning, particularly the teacher training institutions, are planning courses in summer school, winter terms, and extension to assist the program. The state educational association gave a portion of the fall program to these problems. In addition, we anticipate that the various county institutes will devote much attention to phases of this program.

CURRICULUM REVISION IN THE SPRINGFIELD, MIS- SOURI, PUBLIC SCHOOLS

By V. M. HARDIN

Principal, Pipkin and Reed Junior High Schools

The curriculum revision program now under way in our school system is the result of several dynamic forces. Last spring the superintendent of schools called into conference the director of elementary schools, the director of research and the three principals of secondary schools. He outlined to them the need for curriculum revision in our schools and announced that the group would constitute a special committee to cooperate with him in taking steps toward the desired goal. After a vigorous discussion it was decided that we should develop some principles to serve as a frame of reference for our future activities. We devoted three or four meetings of two hours each to this problem with the result that we agreed upon a tentative list of fifteen principles. We set forth our conception of the newer meaning of the curriculum, the kinds of experiences children should have in relation to intelligent social understandings, teacher participation in a program of curriculum revision and other essential understandings which were to guide us in solving our problem.

The second significant step was the sending of members of the committee to various institutions of higher learning during the summer vacation to study our problem intensively in co-operation with the members of the teaching staffs of the universities. The superintendent received an appropriation of six hundred dollars from the Board of Education to de-

fray the major part of the committee's expenses to such institutions as Columbia, New York; Greeley, Colorado; Missouri University and Ohio State University. Shortly after our return from these universities we compared notes concerning our experiences and then made recommendations as to what our next step should be.

Our third step was to inform the teachers of the need for curriculum revision through group discussion. A series of meetings was held all over the school system in which we discussed such problems as: social and economic change within the last two or three decades; the implications for education growing out of changed conditions; extent to which our present educational program meets the needs of youth; and what other schools are doing to meet the challenge of youth. These and similar problems have stimulated our teachers to see the inadequacy of our present curriculum and to be willing, for the most part, to participate actively in a program of continuous revision.

The fourth, fifth, and sixth grades of the elementary schools have made a survey of their respective communities to determine what contribution each makes toward providing recreation, religious education, transportation facilities, etc. They have used this activity as a center of interest for integrating the experiences of children through first hand observation and through the use of subject matter built around the survey.

The junior high schools have shifted their emphasis from subject matter as such to the ever-changing needs of the child as a vital part of society. This change in emphasis

makes it possible for us to cast off shackles which have handicapped us for some time. The senior high school is studying the problem rather intensively and is making some changes in the light of the information gained through this activity.

We do not mean to imply that Utopian conditions exist. We are confronted with limitations comparable to those of any other city similar to ours. Our low salary schedule offers little inducement to teachers to increase their efficiency by attending summer school in institutions of higher learning. The teaching load

particularly in the junior high school is exceedingly heavy. Our supervisory staff is inadequate for the needs of the school system. Our library facilities are too meager. But in spite of these handicaps there are unmistakable signs of a healthy interest on the part of teachers in revising our program to the end that we may guide the youth in those experiences which will enable him to experience life at its fullest and best, to accept his full measure of social responsibility, and to be a valuable member of a highly interdependent order of society.



SOCIETY AFFAIRS

PROPOSED VOLUME ON THE CURRICULUM

The following outline is a revision of the original plan made at a recent meeting of the joint committee representing the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study. While it may still be regarded as tentative it will serve as a background for the two sessions of our annual meeting which will be devoted to the theme of this yearbook.

The joint committee will meet again at New Orleans. The final meeting of the committee will be held on April 10th and 11th at Ann Arbor, Michigan. The personnel of the committee includes: Edith M. Bader, O. G. Brim, Prudence Cutright, Will French, Harold Hand, C. W. Knudsen, E. O. Melby, Paul T. Rankin, Laura Zirbes, and Henry Harap, chairman. The committee hopes that the book will be off the press in time for summer school use.

PART ONE

- I. Analysis of the Present Status in Curriculum Thinking
 1. Continued Efforts in Curriculum Building as Evidence of Interest in the Field
 2. Recent Curriculum Trends
 3. Signs of Confusion and Analysis of Possible Causes
 4. Issues in Curriculum Development
- II. Contributions from Basic Sciences
 1. Biology and Psychology with Reference to Child Nature
 2. Social Basis of the Curriculum with Reference to Societal Values
 3. Responsibility for Integrating These
 4. Responsibility in Recognizing Gap in Scientific Knowledge and Other Explanations of Unresolved Conflicts and Issues
- III. The Function to be Performed by Education
 1. As Formerly Conceived
 2. The Several Possible Positions Growing Out of Chapter II
 3. The Viewpoint of This Book
- IV. The Organization of the Curriculum
 1. Clarification of the Unit as a Learning Experience
 2. The Curriculum as a Whole: Its Scope; Its Sequence
- V. Planning for Curriculum Development
 1. Long Range Plans of Curriculum Development
 2. Transitional Programs of Curriculum Development
- VI. Organizing Educational Forces for Curriculum Development
 1. Criticism of Organization Which Blocks the Function of the Program
 2. Organizing for Cooperative Curriculum Development
 3. Making Administrative Adjustments
 4. Recognizing and Providing for Research of an Experimental, Exploratory Type
 5. Recognizing Evaluative Research in Relation to the Active Process of Education
 6. Recognizing and Providing for Community Relations: Essentials of Educational Support and Progress

VII. Development of Units of Learning Experience

1. The Present Status of Learning Experience
2. Planning and Developing Units of Learning
3. The Criteria of a Good Learning Experience
4. Collecting and Using Informational Content in Units of Learning
5. The Physical Setting for Learning
6. The Need for the Cooperative Development of Learning Aids

PART TWO

VIII. Bases for Evaluation of Cases of Curriculum Development

IX. Critical Analysis of Cases in Curriculum Development in State and County School Systems

X. Critical Analysis of Cases in Curriculum Development in City Schools

XI. Critical Analysis of Cases in Curriculum Development in Schools and Classrooms

XII. Educating the Teacher in Terms of Her Function as Herein Conceived

1. What Shall Be the Professional and Cultural Background of the Teacher?
2. How Can Her Cooperation with Others Give Education Continuity and Breadth Which This Program Envisions?
3. How Can the Teacher-in-Service Be Helped to Transform Her Practice in the Light of New Curriculum Implications?
4. How Can Teacher Training Be Redirected in This Light?

XIII. The Continuous and Periodical Evaluation of Curriculum Trends, Practices, and Hypotheses: A Final Challenge

ANNUAL REPORT OF THE EXECUTIVE SECRETARY

Interest in the curriculum is increasing in school systems and in colleges and universities. It is being recognized that the study of the curriculum offers an opportunity to combine disjointed professional activities and courses around the learning activities of children. Administrative and supervisory agencies are realizing that the study of the curriculum, more than any other phase of education, emphasizes learning as opposed to instruction; and cooperative professional growth as opposed to critical supervision.

Membership. During the current year the membership of the Society increased from 401 to 682. This gain is due to the efforts of our committees and to an increased professional interest in curriculum reconstruction.

Committees. All of the Society's committees have been active in the preparation of professional materials of considerable value to curriculum workers. The *Annual List of Textbooks*, the *Selected List of Courses of Study*, and the *Annual Bibliography* prepared by standing committees have appeared in the JOURNAL during the current year. The report of the Committee on City Schools appeared in the November, 1936, number of the JOURNAL. The Committee on Teacher Education will report on seven phases of this field in the May, 1937, number of the JOURNAL. The Committee on the Community School is preparing a volume which will be published within a year. The Committee on Higher Education is developing a plan for the publication of

book on the curriculum. The Committee on Regional Conferences and Meetings has been stimulating interest in the study of the curriculum within regions, states, and teacher education institutions.

Publications. During the current year the CURRICULUM JOURNAL was expanded in volume and in scope. After seven years of steady growth as a mimeographed publication, it became a printed journal beginning with Volume 8. We expect a considerable increase in library and institutional subscriptions. About 350 sample copies of the November number were sent to libraries in teacher education institutions. Another effort will be made to reach libraries with the assistance of the members of the Society. At the present date we have 100 subscribers. We are planning to give special attention to the improvement of the form and contents of the JOURNAL.

The grant for *Building America* has been extended for a period of three years: \$15,000 for 1936, \$10,000 for 1937, and \$5,000 for 1938. The fine quality of the form and contents of this publication has been universally recognized. During the coming year the Society will publish two volumes prepared by its Committee on Integration, of which L. T. Hopkins is the chairman and its Committee on Curriculum, of which Henry Harap is chairman.

The Annual Meeting. The executive committee will elect two members to replace H. B. Bruner and C. L. Cushman whose terms expire on the first of March, 1937. The annual meeting is again under the direction of I. Keith Tyler, who has arranged an especially attractive pro-

gram. This year the Society is holding joint sessions with the following organizations: Department of Supervisors and Directors of Instruction; the National Society for the Study of Education; and the National Association for Research in Science Teaching. For the first time the Society will hold a luncheon for the entire membership. During the course of the year representatives of our Society held informal discussions with representatives of the Department of Supervisors and Directors of Instruction for the purpose of exploring the possibilities of consolidating the two organizations. A sub-committee will report to the executive committee.

Financial Report. The following financial statement shows considerable variation from those of former years due to several causes. The large item for mimeographing is due to the discontinuance of the former office facilities of the executive secretary. The expenditure for conferences in preparation for the joint yearbook was authorized by the executive committee. The royalty from the sale of the book will not only balance this expenditure but will eventually yield a substantial revenue. The rise in cost of secretarial services and the cost of postage are incidental to an increase in membership of 71 per cent. The ability of the Society to balance its budget during the current year is due to income from royalties. In financing the activities of the Society an increase in dues would make it possible to hold royalties in a reserve fund for future research projects.

Recommendations. In view of the widespread interest in state programs of curriculum development a permanent committee on state programs

should be appointed. The report of the Society's Committee on Secondary Education has had a widespread and favorable reception throughout the country. It has been a strong contributing factor in the current process of reconstruction in secondary education. If the gains already made are to be conserved, the Society should commission the original group that produced *A Challenge to Secondary Education* to plan a ten-year program of study and publication. A second volume on the changing secondary

school should be published within the next two years. The Society has a responsibility for the cultivation of scholarship among curriculum workers. As a group we have been especially proficient in advisory functions in the field and in popularization of curriculum reconstruction. We should continue to encourage these activities, but the executive committee should also give special attention to the development of projects based upon scholarly research.

HENRY HARAP.

RECEIPTS

	1935	1936
Cash on hand February 1	\$ 14.54	\$ 165.61
Received from dues	806.29	1,357.80
Received for subscriptions	70.00	224.58
Received from sale of single copies of CURRICULUM JOURNAL	85.56	27.73
Royalty	77.70	466.21
Interest	4.65	3.97
Department of Supervisors and Directors of In- struction for conference expenses ¹		99.86
	<u>\$1,058.74</u>	<u>\$2,345.76</u>

EXPENDITURES

Letterheads and envelopes	\$ 97.25	\$ 104.25
Secretarial services for year	262.26	540.45
Stencils	205.92	159.11
Mimeographing three numbers of CURRICULUM JOURNAL		303.05
Postage	162.10	358.62
Expenses for two conferences of Joint Yearbook on Curriculum		453.23
Miscellaneous	12.99	49.69
Deficit, repaid February 1, 1936	152.61	
	<u>\$ 893.13</u>	<u>\$1,968.40</u>
Balance on hand	\$ 165.61	\$ 377.36

¹ \$128.92 in payment of second conference not yet received.

CURRICULUM RESEARCH

OBERHOLTZER, KENNETH E.—
*Some Important Problems of
American Agriculture That Should
Be Considered in Our Public
Schools*. New York: Bureau of
Publications, Teachers College,
Columbia University. 1936.

This is a study of an aspect of American life that has been sorely neglected in the school curriculum. It seeks to set forth the basic problems of American agriculture and to suggest generalizations and meanings pertinent to an understanding of the problems. So far as techniques of research are concerned the study adds practically nothing to those designed by Billings, Hockett, Lee, and others, in their attack upon the problem of determining the social problems, issues, generalizations, and conceptions basic to the reconstruction of the social studies curriculum.

The problems and generalizations derived by an analysis of certain selected magazines and books dealing with agricultural problems are classified into social, economic, and political groupings. The most valuable features of the study are the way in which the problems and generalizations are related, and the suggestion of a course of study unit illustrating the use of the findings of the study. The latter would have been much more effective had the author seen fit to give a complete unit containing meat and blood instead of the hollow

form of a unit which is now more or less recognized by everybody. Nevertheless, this attempt to illustrate the practical significance of the findings of a piece of research is a wholesome trend in reporting doctoral studies.

The curriculum maker will find the Centers for Units of Study in Chapter III very valuable. They deal with such aspects of our agricultural life as the conservation and utilization of land, balancing agricultural production, needed changes in rural government, characteristics of rural population, and so on. This chapter contains the roots of many valuable objectives, problems, and generalizations indispensable to the construction of units on the all important aspect of our national life—agriculture.

—B. O. S.

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NELSON, ESTHER MARION — *An
Analysis of the Content of Student-Teaching Courses for the
Training of Elementary Teachers
in State Teachers Colleges*. New
York: Bureau of Publications,
Teachers College, Columbia University. 1936.

The problem dealt with in this study is the determination of the content of student-teaching courses in the curriculum for the training of elementary teachers, and to discover how the content may be made more

effective. The study is limited to state teachers colleges.

The data were secured by visiting fifty-four state teachers colleges and three state normal schools of four-year rank. These schools were located in twenty-seven different states. The visitations consisted largely of conferences with groups of student teachers, private conferences with critic teachers and other members of the faculties, and observation of student teaching in the various schools.

One of the most interesting features of the study is a check list of student-teaching activities and the determination of the extent and manner in which each activity is practiced. There is a rating of the relative worth of these activities given both by students and members of the several faculties. The author finds considerable agreement that such activities as observing without proper guidance, having conferences that lack definite purpose, and giving much time to writing and memorizing detailed lesson plans, are the least helpful in learning the art of teaching. She also finds general agreement that leading, guiding, and working with children, and practice of keeping children interested and busy, are some of the most helpful activities.

The last two chapters of the study deal with suggestions for enriching student teaching courses. One of these chapters relates the suggestions of students and faculties for the enrichment of the content of student teaching courses. The other contains the suggestions of the author.

This study is an excellent analysis of courses in state teachers colleges in 1931 when the materials of the study were collected.—B. O. S.

STECKELBERG, CARLEEN—*The Art Program in Nebraska Secondary Schools, Grades 7-12* University of Nebraska Abstracts. 1936. Master's Thesis. Unpublished.

It was the purpose of this investigation to determine the status of art in the Nebraska secondary schools through an analysis of the art programs now being offered. A study of the current literature in the field was the background of the investigation. The study is based upon 69% of complete returns from questionnaires sent to junior and senior high schools in Nebraska offering art. Questionnaire results reveal that the general aims for courses in art are held to be development of appreciation, and creative expression. Junior high schools stress, as specific aims, practical objectives which carry over into other activities. Senior high schools place more emphasis upon knowledge of art structure. The subject matter content of junior high school art courses is very general, and includes elementary work in color, design, and drawing. Senior high schools offer specialized art courses. Very little uniformity exists as to the general content of art courses. Junior high schools correlate art with nearly every other subject. In senior high schools correlation is carried on in connection with various activities such as the school paper, yearbook, and stage decoration. Teachers allowed great freedom in the development of art programs, especially in the high schools. Although art has been removed from the curriculum in many schools as a result of recent economic difficulties, there is a growing interest in art today. A new concept of art education stresses the value

of art training for everyone, in contrast with the narrow specialization of the past. Teachers feel that art will receive greater emphasis in the future. They would like to require all students to take at least one course in art appreciation.

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STEVENS, MARJORIE—*Some Proposals for the Modification of Home Economics in the Secondary Schools of Nebraska*. University of Nebraska Abstracts. 1936. Master's Thesis. Unpublished.

The purpose of this study is to find the attitudes of lay citizens of Nebraska toward certain teaching objectives in home economics, and to relate these to opinions of secondary home economics teachers of Nebraska and specialists in colleges affiliated with the North Central Association. A questionnaire was prepared including teaching points obtained in a survey of the attitudes of twenty parents in Brule, Nebraska, and from courses of study. The questions listed were related to: 1. selection and preparation of foods; 2. selection and construction of clothing; 3. interior decoration and house management; 4. child care and management; 5. illness and emergencies; 6. personal hygiene; and 7. social and family relationships. This questionnaire was sent to parents of high school pupils, high school teachers of home economics, and persons in teacher training institutions. A division of parents was made under four headings: 1. parents of children who have already taken home economics; 2. parents of children who are taking home economics; 3. parents of children who

hope to take home economics; 4. combinations of the first three groups. The items marked as absolutely necessary by fifty per cent or more of the parents in all groups were: ability to use a sewing machine, and knowledge of the meaning of personal cleanliness. Parents stressed items on child care and management, personal hygiene, and social and family relationships. Teachers in secondary schools stressed all groups except interior decoration and house management. Persons in teacher training institutions emphasized child care and management, personal hygiene, and social and family relationships. There is little agreement on individual items between the three groups of persons questioned, and the investigator concludes that a revision of the course of study should be made to bring the groups of people to some agreement on subject matter content. Recommendations and problems for further study are included.

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PARKER, LAURA—*Present Practices in Senior High School English as Revealed in Twenty State Courses of Study Published Since 1929*. Eugene, Oregon: University of Oregon. 1936. Master's thesis. Unpublished.

The purpose of this study is to show some present practices in senior high school English as revealed in twenty state courses of study published since 1929.

The courses were analyzed in order to discover the following: (1) content and organization of the manuals; (2) general aims or objectives for composition and literature; (3)

specific aims or objectives for each year; (4) activities suggested for each year; and (5) provisions for individual differences and remedial work, for cooperation of English departments with other departments, for correlation, and for integration.

The study seems to show that the following statements may be made concerning state courses of study in English:

1. Aims or objectives are usually given. There is a lack of uniformity in statement of aims or objectives both as to terms and as to arrangement. General aims or objectives which hold throughout the entire course are usually given as well as specific aims or objectives for each year or term.

2. The subject of English is usually divided into composition and literature. About half the courses say the two should be separated, that is, taught in different terms or at least in different units of work. Four say that composition and literature should not be separated.

3. "Facility in communication" is the most frequently mentioned general objective for composition. Letter writing is a favorite activity throughout all three years. Conversation is the most frequently mentioned activity in tenth year courses. Speaking to an audience is more frequently mentioned in the eleventh and twelfth years.

4. "Broadened experience through wide reading" and "better standards for choice of reading material" are mentioned most frequently in both general and specific objectives for literature. American literature is most often placed in the eleventh year

while English literature is placed in the twelfth year. Courses usually list a number of selections for reading and allow teachers and pupils to choose among them. Formal book reports are generally in disfavor. Informal discussion of books in conference between teacher and pupil is recommended. Memorization is required by one-third of the courses. It is encouraged but not required by equally as many. Other courses do not give their views on the subject. Radio and photoplay are utilized by only five courses.

5. Courses of study do not usually require that a text be followed closely. Only five of the twenty courses refer to particular pages or chapters in text books. Others usually list text books but do not follow them closely.

6. Courses usually attempt to provide for individual differences. Two suggest separating pupils into ability groups. The most common method suggested is to give enlarged or enriched assignments to the better pupils. Through varied reading literature courses attempt to provide for differences. Elective courses in the twelfth year are given to provide for individual differences.

7. Cooperation of the English department with others to promote good English is emphasized by nine courses. They suggest such methods as setting up uniform standards in oral and written work to be observed in all departments, or giving credit in English for papers written in other departments. Correlation of English with other school subjects is suggested by six courses. No particular ways of accomplishing this are given, however.—J. E. D.

REVIEWS

WRIGHTSTONE, J. WAYNE — *Appraisal of Experimental High School Practices*. New York: Bureau of Publications, Teachers College, Columbia University. 1936. 194 p.

A comparative study of the achievement in traditional and experimental high schools is welcome at a time of general interest in experimentation on the secondary level. Secondary schools, partly because of their preoccupation with college entrance, partly because of increased concern with "solid achievement" as the maturity of the students progresses, have been more reluctant to throw to the four winds the established practices for the sake of new methods and curricula, the value of which has not been proven objectively. For this reason any study revealing the differences in achievement under different educational approaches should merit the attention of all interested in educational experimentation.

Statistical studies have found little favor with the experimentally minded among the ranks of progressives. Too often such studies have sprung from a philosophy which is uncongenial to them. Miles of statistical tabulation were found to be squandered on matters of little significance in the eyes of progressives. Too often the analyses on which the statistical manipulation was based were inadequate and superficial. Mr. Wrightstone has tackled a problem of general importance. He is concerned with values

close to the hearts of progressive educators. He has also attempted to describe the philosophical and psychological assumptions and hypotheses underlying the educational practices which he endeavors to compare. One may quarrel with the particular criteria on the basis of which he differentiates between traditional and experimental schools, but one finds one's self in hearty agreement with the purpose of his study.

The first part of the book is devoted to the comparison of the curricula and methods in traditional and experimental schools in all common areas of school practice. He finds the greatest differences in method of procedure, specifically along the following lines: "new materials, new long-term sequences and integration of subject matter and experiences, new emphasis upon psychological rather than formal arrangement of subject matter, new sources of gaining materials versus traditional materials, short-term sequences of subject matter, and an acceptance of formal arrangements of subject matter."

As far as objectives are concerned, Mr. Wrightstone comes to the amazing conclusion that "an analysis of the specific outcomes from special fields of subject matter reveals an identity of goals"—a statement one is inclined to question. Perhaps the reason for this apparent identity of goals can be found in the nature of objectives chosen for comparison. Thus one can say with all fairness that both tradi-

tional and experimental schools strive for greater speed and comprehension of reading. Yet it is also true that the students in experimental schools read different types of materials and that the total range of objectives attained through reading differs markedly in conventional and experimental schools.

The last part of the book is devoted to the analysis of the results from tests and controlled classroom observation yielding information along such lines as: recall of facts and information in various subject matter areas, work habits and skills, interpretation of facts, application of principles, the frequency and quality of self-initiated, cooperative, and recitatorial activities in the classroom. The differences seem to be in favor of experimental schools with the exception of recall of facts in social studies and Latin grammar. The results are demonstrated abundantly in graphs and tables. Unfortunately Mr. Wrightstone has at this point yielded to the type of interpretation common to the traditional statistical presentation. He has pointed out which differences are statistically significant, but has failed to inform the reader of the social significance of these same differences. Thus one is at a loss to tell what the 14.40 difference in scores on working skills and habits in social studies, or any other differences demonstrated in the tables, mean in terms of achievement. Statistical significance alone does not prove educational significance and since no norms are given the reader is at loss to determine the practical value of the results of this study.

HILDA TABA,
Ohio State University.

WEEKS, R. M., CHAIRMAN — *A Correlated Curriculum*. A Report of the Committee on Correlation of the National Council of Teachers of English. New York: D. Appleton-Century Company. 1936. 326 p.

What general direction will curriculum development now take? The survey of practice and significant concepts in *A Correlated Curriculum* is a carefully studied answer—a presentation of the varied relations which are developing between English and other curriculum areas. It is the work of sixty-one advisory experts, research workers, and contributors, organized as a part of the Curriculum Commission of the National Council of Teachers of English. With the earlier monograph, *An Experienced Curriculum in English* by W. Wilbur Hatfield and others, this volume embodies the complete report of the Commission's five-year study.

An integrated curriculum is conceived as one "integrated in work pattern, in subject pattern, in experience pattern, and in the psychological growth pattern of the individual being taught." It deals with "life, with the subject-matter of instruction, with experience, and with the child himself, as wholes. . . . It must deal with him in the midst of genuine living posing problems of immediate significance to himself, and devising and using means for their solution."

Pointed compactly written descriptions of unifying work in progress in many sections of the United States make up the major part of the monograph. Chief emphasis is placed on experimental developments in the secondary school and college with a few illustrative examples from the el-

mentary field. The physical and biological sciences, sociology, philosophy and fine arts are presented both by reports of practice and by detailed statements by eminent Americans.

Professor Charles A. Beard has contributed a succinct appraisal of our developing movement for curriculum unification: "The separation of history and literature tends to sterilize both. . . . I believe that for the present the best method of correlation is that of pursuing the same theme through several media of thought. . . . Each of the great branches of learning has its own center of gravity and interest. It cannot be presented by teachers who are not thoroughly grounded in it and there is quite as much danger in superficiality as in dry specialization. . . . I cannot find anywhere the pattern of that complete synthesis which is to absorb history, civics, economics, and letters, destroy them as such and create a new structure that is something else. Rather do I view the operation as one of drawing these branches together so that they will support and enrich one another. . . . A true synthesis would be transcendent and I am waiting patiently to see one."

That is the position advanced. Experiment is encouraged but there is little support for the immediate large scale abolition of subject areas within the secondary and college curriculum. Rather, unification through selectivity and building up those natural relationships which meet the present and future needs of the child and society. In that direction the authors of the report believe we may find a stable synthesis.

HOLLAND D. ROBERTS,
Stanford University.

REEVE, W. D., AND OTHERS —
Mathematics in Modern Education (Eleventh Yearbook of the National Council of Teachers of Mathematics). New York: Bureau of Publications, Teachers College, Columbia University. 1936. 258 p.

This volume contains eight articles all related to the central theme indicated by the title. The first article, by W. D. Reeve, discusses some of the current criticisms of the teaching of mathematics and includes a number of favorable testimonials. In the second article, William Betz discusses educational movements of the last four decades and some of their implications. E. T. Bell writes on *The Meaning of Mathematics* devoting particular attention to modern views on the nature of reasoning and postulational thinking. Articles by David Eugene Smith and Sir Cyril Ashford discuss the place of mathematics in civilization and in education in general terms. The remaining three articles, two by the German educators W. Lietzmann and Georg Wolff, and the third by the American mathematician G. C. Evans, contain many specific illustrations of mathematical concepts occurring in the sciences, the arts, and the daily activities of the common man. The book is not a committee report and makes no attempt to give a coherently organized presentation of the place of mathematics in education. But it should be valuable to both mathematics teachers and general educators as a source book of views held on this subject by men outstanding in both Europe and America.

M. L. HARTUNG,
Ohio State University.

NEW PUBLICATIONS

BOOKS

- BEALE, H. K.—*Are American Teachers Free?* (Part XII: Report of the Commission on the Social Studies, American Historical Association) New York: Scribners. 1936. 855 p.
- HEATON, K. L., AND KOOPMAN, G. R.—*A College Curriculum Based on Functional Needs of Students.* Chicago: University of Chicago Press. 1936. 157 p. \$2.00.
- JONES, V.—*Character and Citizenship Training in the Public School.* Chicago: University of Chicago Press. 1936. 404 p. \$3.00.
- KENDRICK, M. S., AND SEAVER, C. H.—*Taxes: Benefit and Burden.* New York: Newson and Company. 1936. 189 p. 80c.
- MARSHALL, L. C., AND GOETZ, R. M.—*Curriculum-Making in the Social Studies.* (Part XIII: Report of the Commission on the Social Studies, American Historical Association) New York: Scribners. 1936. 252 p.
- Mathematics in Modern Education*—The Eleventh Yearbook of the National Council of Teachers of Mathematics. New York: Bureau of Publications, Teachers College, Columbia University. 1936. 258 p.
- REECE, E. J.—*The Curriculum in Library Schools.* New York: Columbia University Press. 1936. 220 p. \$3.00.
- SCHORLING, R., AND MCCLUSKEY, H. Y.—*Education and Social Trends.* Yonkers: World Book Company. 1936. 154 p.
- SPAFFORD, I.—*Fundamentals in Teaching Home Economics.* New York: John Wiley & Sons. 1935. 424 p.

BULLETINS AND PAMPHLETS

- LITTLE, C. T.—*Restless Americans* (Public Affairs Pamphlets No. 9, 1936) Washington: Public Affairs Committee, National Press Bldg., 31 p. Paper covers, 10c.
- Meeting the Challenge of the Exceptional Child.* Proceedings of the Second Conference on Education and Exceptional Child. The Child Research Clinic of the Woods School, The Woods School, Langhorne, Pa. 1936. 62 p. Paper covers.
- NEW MEXICO, STATE DEPARTMENT OF PUBLIC INSTRUCTION—*New Mexico Program for the Improvement of Instruction.* Study Bulletin No. 1, Santa Fe, New Mexico, 1936. 136 p. Paper covers.

COURSES OF STUDY

- PASADENA CITY SCHOOLS—*Arithmetic in the Elementary School Curriculum.* Pasadena, California. 1936. 63 p. Paper covers.
- PASADENA CITY SCHOOLS—*Elementary Science in the Elementary School Curriculum.* Pasadena, California. 1936. 53 p. Paper covers.
- PASADENA CITY SCHOOLS—*Language Arts in the Elementary School Curriculum.* Pasadena, California. 1936. 187 p. Paper covers.
- PASADENA CITY SCHOOLS—*Suggestions to Teachers in Guiding Pupil Experiences.* Pasadena, California. 1936. 720 p. + cxxiii. Paper covers.
- SHOREWOOD PUBLIC SCHOOLS—*Temperative Program, 1936-1937, Science Kindergarten.* Milwaukee, Wisconsin. About 25 p. Mimeographed.

SOCIETY FOR CURRICULUM STUDY

PROGRAM OF ANNUAL MEETINGS

New Orleans, Louisiana

JOINT SESSION WITH

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

Saturday, February 20, 1937, 9:30 A. M.

Public Library Auditorium

THE JOINT YEARBOOK ON THE CURRICULUM, I

RUDDOLPH LINDQUIST, *President, Department of Supervisors
and Directors of Instruction, Presiding*

- I. The General Plan of the Yearbook
HENRY HARAP, *Chairman of Yearbook Committee*
- II. Recent Curriculum Trends
Presentation: HAROLD HAND, Stanford University
Critique: ERNEST HORN, State University of Iowa
- III. Issues in Curriculum Development
Presentation: WILL FRENCH, Superintendent, Long Beach, California
Critique: GEORGE COUNTS, Teachers College, Columbia University
- IV. The Philosophy of the Curriculum
Presentation: LAURA ZIRBES, Ohio State University
Critique: WILLIAM H. KILPATRICK, Teachers College, Columbia University
- V. Planning for Curriculum Development
Presentation: PAUL T. RANKIN, Detroit, Michigan
Critique: SIDNEY HALL, State Superintendent, Virginia

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FIRST ANNUAL LUNCHEON

Saturday, February 20, 1937, 12:15 P. M.

Hunt Room, St. Charles Hotel

A REVIEW OF THE ACTIVITIES OF THE SOCIETY

H. L. CASWELL, *Chairman of Executive Committee, Presiding*

Music During Luncheon

Reports from the Committees of the Society (Time Limited to Five Minutes Each)

The Executive Committee

H. L. CASWELL, George Peabody College for Teachers, *Chairman*

The Editorial Board of the *Curriculum Journal*

HENRY HARAP, Ohio State University, *Chairman*

The Committee on Regional Conferences and Meetings

R. D. RUSSELL, University of Idaho, *Chairman*

The Committee on Courses of Study

H. B. BRUNER, Teachers College, Columbia University, *Chairman*

- The Committee on Text Books
M. E. HERRIOTT, Los Angeles Public Schools, *Chairman*
- The Committee on Teacher Training
RAYMOND D. BENNETT, Ohio State University, *Chairman*
- The Committee on Annual Meeting
I. KEITH TYLER, Ohio State University, *Chairman*
- The Committee on Annual Bibliography
EDGAR DALE, Ohio State University, *Chairman*
- The Committee on Integration
J. THOMAS HOPKINS, Teachers College, Columbia University, *Chairman*
- The Committee on Higher Education
W. E. PEIK, University of Minnesota, *Chairman*
- The Committee on the Community School
SAM EVERETT, Northwestern University, *Chairman*
- A Consideration of *Building America* (Total Time, Fifteen Minutes)
PAUL R. HANNA, Stanford University, *Chairman of Editorial Board*
JAMES E. MENDENHALL, *Editor*
PAUL E. DROST, *Coordinator*

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JOINT SESSION WITH
NATIONAL SOCIETY FOR THE STUDY OF EDUCATION AND THE
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Saturday, February 20, 1937, 2:15 P. M.
Concert Hall, Municipal Auditorium

A CONSIDERATION OF THE THIRTY-SIXTH YEARBOOK, PART I
"The Teaching of Reading: A Second Report"
GUY M. WHIPPLE, *Secretary of the N. S. S. E.*, Presiding

Representing the Yearbook Committee

- I. Introducing the Yearbook
WILLIAM S. GRAY, University of Chicago, and Chairman of the Society's Committee
- II. The Place of Reading in the School Curriculum
BESS GOODYKOONTZ, Office of Education, Washington, D. C.
- III. Guidance in Reading in the Various Curricular Fields
ERNEST HORN, State University of Iowa
- IV. Reading and the Individual (Testing, Diagnosis, and Provision for Individual Needs)
ARTHUR I. GATES, Teachers College, Columbia University

Representing the Associations Participating in the Joint Meeting

- I. The Psychological and Scientific Validity of the Contents of the Yearbook
PAUL A. WITTY, Northwestern University
- II. The Extent to Which the Recommended Reading Program Harmonizes with Current Curricular Trends
PAUL B. DIEDERICH, Progressive Education Association, Ohio State University
- III. The Practical Contributions of the Yearbook to School Officers and Teachers
C. L. CUSHMAN, Public Schools, Denver, Colorado
- IV. Informal Discussion
Open to members of the three associations

DINNER OF COMMITTEE ON REGIONAL CONFERENCES AND MEETINGS

Saturday, February 20, 1937, 6:00 P. M.

Room A, St. Charles Hotel

R. D. RUSSELL, University of Idaho, in charge

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JOINT SESSION WITH

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

Saturday, February 20, 1937, 8:00 P. M.

Public Library Auditorium

THE JOINT YEARBOOK ON THE CURRICULUM, II

H. L. CASWELL, *Chairman, Society for Curriculum Study*, Presiding

- VI. Organizing Educational Forces for Curriculum Development
Presentation: E. O. MELBY, Northwestern University
Critique: H. B. BRUNER, Teachers College, Columbia University
- VII. The Criteria for the Evaluation of Case Studies of Curriculum Development
Presentation: C. W. KNUDSEN, Harvard University
Critique: C. L. CUSHMAN, Denver Public Schools
- VIII. Case Studies of Curriculum Development in Schools
Presentation: PRUDENCE CUTRIGHT, Assistant Superintendent, Minneapolis
Critique: JULIA HAHN, Public Schools, Washington, D. C.
- IX. Case Studies of Curriculum Development in Classrooms
Presentation: EDITH BADER
Critique: I. JEWELL SIMPSON, Assistant State Superintendent, Maryland

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BREAKFAST MEETING OF THE EXECUTIVE COMMITTEE

Sunday, February 21, 1937, 8:00 A. M.

Dining Room I, St. Charles Hotel

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MEETING OF THE EDITORIAL BOARD OF THE CURRICULUM JOURNAL

Sunday, February 21, 1937, 4:00 P. M.

St. Charles Hotel

STATE CURRICULUM PROGRAMS

Monday, February 22, 1937, 9:00 A. M.

Board of Directors Room, School Administration Building, 703 Carondelet St.
PAUL R. HANNA, Presiding

MEMBERS OF THE PANEL

DALE ZELLER, State Department of Education, Emporia, Kansas.
ED MCCUITION, State Department of Education, Little Rock, Arkansas.
W. A. STIGLER, State Department of Education, Austin, Texas.
DAVID PETERS, State Department of Education, Richmond, Virginia.
L. M. LESTER, State Department of Education, Atlanta, Georgia.
KENNETH L. HEATON, State Department of Public Instruction, Lansing, Michigan.
MARIE M. HUGHES, State Department of Education, New Mexico.
DOAK S. CAMPBELL, George Peabody College for Teachers, Nashville, Tennessee.
R. D. RUSSELL, University of Idaho, Moscow, Idaho.
FRED AYER, University of Texas, Austin, Texas.
EDGAR DRAPER, University of Washington, Seattle, Washington.

JOINT SESSION WITH

NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING

Monday, February 22, 1937, 10:30 A. M.

Room 300, New Orleans Association of Commerce, 315 Camp Street

THE PRELIMINARY REPORT OF THE SCIENCE COMMITTEE TO THE COMMISSION
ON SECONDARY SCHOOL CURRICULUM OF THE PROGRESSIVE
EDUCATION ASSOCIATION

OTIS W. CALDWELL, Presiding

MEMBERS OF THE PANEL

E. R. BAYLES, University of Kansas
C. L. CUSHMAN, Denver Public Schools
R. W. HAVIGHURST, General Education Board
C. J. PIEPER, New York University
S. R. POWERS, Teachers College, Columbia University
R. K. WATKINS, University of Missouri

Discussion from the floor

*All details of this program were arranged by the Committee on the Annual Meeting
of which I. Keith Tyler is the chairman*